

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOL-WIDE PLAN\*

\*This plan is only for Title I school-wide programs that are not identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HAMILTON TOWNSHIP SCHOOL DISTRICT	School: Kisthardt
Chief School Administrator, Dr. FICARRA	Address: 90 Park Avenue, Hamilton, NJ 08690
Chief School Administrator's E-mail: Dr. Ficarra@hamilton.k12.nj.us	Grade Levels: Preschool - 5
Title I Contact: Rich Pepe	Principal: Suzanne Stevenson
Title I Contact E-mail: RPepe@hamilton.k12.nj.us	Principal's E-mail: sstevenson@hamilton.k12.nj.us
Title I Contact Phone Number: 609-631-4100	Principal's Phone Number: 609-631-4153

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the School-wide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the School-wide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Suzanne Stevenson  
Principal's Name (Print)

(on file)  
Principal's Signature

(on file)  
Date

## Critical Overview Elements

- The School held 1 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$89,675, which comprised 82.3% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$90,251, which will comprise 53.4% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Early Intervention	1,2,3	Preschool program	Teaching Supplies PD	\$3,700 \$1,587
Title I Teachers, Title I Coaches	1,2,3	Data meetings, Parent focus groups, Guided Reading and Math	Salaries Supplies	\$64,619 \$1,000
Parental Involvement: <ul style="list-style-type: none"> <li>● 2nd Cup of Coffee</li> <li>● REAL Men Read</li> <li>● Walk in the PARCC</li> <li>● Math Bowl</li> <li>● Chat and Chew Parent Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>● 1,2,3,</li> <li>● 3</li> <li>● 1,2,3</li> <li>● 2</li> <li>● 1,2,3</li> </ul>	Parent focus groups, Guided math, Guided reading	Salaries Supplies	\$2,000 \$3,200
Homework Dances, Poetry Club	1,2,3 3	Guided Math and Reading	Teaching Supplies	\$200
Scorecards	1,2,3	Guided Math and Reading	Teaching Supplies	\$200

STEM after school program	2	Guided Math and Reading	Salaries	\$2000
PTA/Transition Team Partnership	1,2,3	Guided Math and Reading	NA	NA
RAZ- Kids	1,3	Guided Math and Reading	Teaching Supplies	
Brain Pop	1,2,3	Guided Math and Reading	Teaching Supplies	
Otter Creek Rocket Math	1,2	Guided Math	NA	NA
Math 24 Club	1,2	Guided Math	Teaching Supplies	\$100
Edcite.com	1,2,3	Guided Math and Reading	NA	NA
Peer Coaching	1,2,3	Guided Math and Reading	NA	NA

**ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”**

## Stakeholder/School-wide Committee

**Select committee members to develop the School-wide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/school-wide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the School-wide Plan. *\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Suzanne Stevenson	Building Principal	Yes	Yes	Yes	
Dr. Charisse Smith	Title I (Teacher/Coach)	Yes	Yes	Yes	
Lynn Bowen	Title I (Teacher)	Yes	Yes	Yes	
Dr. Monica Wormley	Basic Skills (Teacher)	Yes	Yes	Yes	
Eileen Callaghan	School (nurse)	Yes	Yes	Yes	
Cate Tomko	Parent (PTA President)	Yes	Yes	Yes	
Stacey Burns	Parent (PTA)	Yes	Yes	Yes	
Lauren Chiappetta	Teacher	Yes	Yes	Yes	

## Stakeholder/School-wide Committee Meetings

**Purpose:**

The Stakeholder/School-wide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the school-wide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/School-wide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/School-wide Committee discussed the Comprehensive Needs Assessment, School-wide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/26/15	Kisthardt School	Comprehensive Needs Assessment	Yes		Yes	
5/26/15	Kisthardt School	School-wide Plan Development	Yes		Yes	
5/26/15	Kisthardt School	Program Evaluation	Yes		Yes	

*\*Add rows as necessary.*

## School's Mission

A collective vision that reflects the intents and purposes of school-wide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

The Kisthardt School community (parents, teachers, staff, students) is committed to establishing and promoting academic excellence, innovate programs and community involvement. Together we will nurture and encourage the whole child to learn and to succeed. The parents and school must work cooperatively to be successful in our endeavors to educate children. This can be accomplished by communicating our needs and expectations, establishing common goals, and striving for improvement.

Our Learning Environment will:

- Encourage community involvement in school projects and activities promoting the social, emotional, and academic growth of our children. We as parents, teachers and community members will help them have a positive self-image, and emphasize the importance of working cooperatively with other and encourage a love of learning.
- Endeavor to provide a safe, caring, nurturing, and supportive learning atmosphere. It is our commitment to maintain high expectations for student achievement and maintain a quality educational opportunity for every child. The children of Kisthardt School will demonstrate an appreciation of, and respect for self and others by developing conflict resolution skills, and good character traits while promoting peace.
- Develop independent thinkers and problem solvers who can apply their acquired skills to meet the challenge of today and tomorrow.
- Provide professional growth, necessary resources for students' developmental growth, infusion of technology and the delivery of quality education to prepare them for the continuously evolving technological world.

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**24 CFR § 200.26(c): Core Elements of a School-wide Program (Evaluation).** *A school operating a school-wide program must—(1) Annually evaluate the implementation of, and results achieved by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the school-wide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the school-wide program.*

**Evaluation of 2014-2015 School-wide Program \***  
**(For schools approved to operate a school-wide program in 2014-2015, or earlier)**

- A. Did the school implement the program as planned?
  - a. Yes the program was implemented as planned utilizing all materials, strategies, and assessments referred to in the plan.
- B. What were the strengths of the implementation process?
  - a. Kisthardt staff emphasized Literacy and Math content for the implementation process. Data Team, Grade Articulation meetings, PLCs analyzed various research-based strategies and assessments so that teachers could target instruction in those areas.
- C. What implementation challenges and barriers did the school encounter?
  - a. The most difficult challenge was planning meetings that were convenient for all involved staff members.
  - b. Limited instructional time for general and targeted groups due to PARCC testing administration.
  - c. Limited access to technology for families to support academic achievement at home.
- D. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
  - a. Strengths
    - i. Focused and comprehensive vision that was shared by the committee members for all students and Kisthardt School via school website, PTA meetings, and focus groups.
    - ii. Data was shared and analyzed consistently to drive differentiated instruction.
  - b. Weakness
    - i. Supervision and direction from Central Office from September to February was not present.
    - ii. A Title I intervention teacher was not assigned to the Kindergarten classrooms to teach the lowest performing students.



- E. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
- A transparent approach is used at Kisthardt School so that complete disclosure was in operation with parent groups and staff meetings.
  - A collaborative approach is consistently used to ensure all stakeholders had a voice for planning strategies for student improvement.
- F. What were the perceptions of the staff?
- Staff was in agreement with all data shared. They understood and embraced the plan developed by the Title I School Wide Transition Committee. What tool(s) did the school use to measure the staff's perceptions? Faculty meetings, data team meetings, and grade-level articulation meetings were used as vehicles to share pertinent data about the school population.
- G. What were the perceptions of the community?
- The perception of the school by the community were positive and supportive in regards to the programming efforts made by school personnel. What tool(s) did the school use to measure the community's perceptions? Parent surveys, parent workshops, and focus groups were developed to measure perception of the quality of the programming offered at Kisthardt School.
- H. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
- Delivery methods were centered around differentiated, whole and guided Math/Literacy group instruction by classroom, Basic Skills, and Title I teachers based on Student Portfolio Needs Assessment criteria. Cooperative groups were developed by teachers to enhance instruction of all students.
- I. How did the school structure the interventions?
- Interventions were structured on the basis of student individual needs through I&RS (Intervention & Referral Service) meetings. Students observed with specific academic needs were referred to the I&RS Team to provide individual strategies and interventions for student success. Interventions were structured by utilizing both Pull-Out and Push-In methods.
  - Interventions were structured by utilizing Child Study Team members during I&RS meetings.
  - Students were provided opportunities to participate in O.S.T.(Out of School Time) tutoring for the PARCC assessments.
  - Students were provided opportunities to participate in O.S.T-S.T.E.M.
  - Through the critical analysis of a comprehensive Needs Assessment and dialogue, Title I and district Data coaches provided individualized and school-wide intervention plans that met the needs of students while promoting success.

- J. How frequently did students receive instructional interventions?
- a. I&RS meetings were scheduled monthly.
  - b. Students were engaged in 11 weeks of intensive tutoring for the PARCC assessment before the school day.
  - c. Students were engaged in 10 weeks in integrated Science, Technology, Engineering, and Mathematics \*
  - d. Basic Skills interventions were scheduled for 3 times a week. Title I interventions were scheduled for 5 times a week. Students not eligible for BSI or TI services received interventions daily by classroom teachers.
  - e. Title I and district Data coaches were used to support Kisthardt staff in further development of specific intervention strategies on a as needed basis.
- K. What technologies did the school use to support the program?
- a. Kisthardt utilized SMART Board and SMART Table technologies to enhanced instructional practices.
  - b. The use of Google Docs to share information between instructional faculty members.
  - c. Keyboarding Without Tears software to enhance technological skills of students.
  - d. PowerPoint presentations, Webquests by students, and the use of the Dojo Behavior Management System.
  - e. First in Math to increase math proficiency.
  - f. Use of Ultra-books laptops for writing across the curriculum.
- L. Did the technology contribute to the success of the program and, if so, how?
- a. Technology use throughout the school was evident by conducting walk-throughs, formative observations, and classroom visit.
  - b. Data collected from survey demonstrated the knowledge and use of technology among staff.
  - c. Effective and intensive PARCC training (Keyboarding Without Tears, School-wide PARCC training for staff).
    - i. Level of student and teacher comfort with use of technology during PARCC was evident from PBA to EOY.
  - d. Faculty meetings consistently used Ultra-books to discuss agenda topics (research, teacher practice)

**Evaluation of 2014-2015 Student Performance**  
***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	19	14	Title I Teachers for 4th Grade, Title I & Data Coaches, PLC-Book Study (Essential Questions) REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring, Lunchtime tutoring.	Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 5	19	15	Title I Teachers for 5th Grade, Title I & Data Coaches, PLC-Book Study (Essential Questions) REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring, Lunchtime tutoring.	Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	8	12	Title I Teachers for 4, Title I & Data Coaches, PLC-Book Study (Essential Questions) Math Bowls, Guided Math Grouping, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, Word Problem Wednesdays, First In Math Technology Program. PARCC tutoring, Lunchtime tutoring.	Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 5	12	7	Title I Teachers for 5, Title I & Data Coaches, PLC-Book Study (Essential Questions) Math Bowls, Guided Math Grouping, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, Word Problem Wednesdays, First In Math Technology Program. PARCC tutoring, Lunchtime tutoring.	Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

**Evaluation of 2014-2015 Student Performance**  
***Non-Tested Grades – Alternative Assessments (Below Level)***

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	1	Brigance II, Implementation of the Creative Curriculum, Early Skills Preschool Assessment, Data Articulation	<ul style="list-style-type: none"> <li>● Data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Kindergarten	40%	6	Brigance II, DRA-2, Learning By Design Assessments, Implementation of Play Centers, Electronic District Student Portfolios	<ul style="list-style-type: none"> <li>● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Grade 1	13	2	Electronic Student Portfolio	<ul style="list-style-type: none"> <li>● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Grade 2	17	4	Electronic Student Portfolio	<ul style="list-style-type: none"> <li>● With the use of a district-wide criteria for the Electronic Student Portfolio, data was</li> </ul>

				analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did or did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	1	Brigance II, Implementation of the Creative Curriculum, Early Skills Preschool Assessment, Data Articulation	<ul style="list-style-type: none"> <li>Data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Kindergarten	20%	6	Brigance II, Learning By Design Assessments, Implementation of Play Centers, Electronic District Student Portfolios	<ul style="list-style-type: none"> <li>With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Grade 1	5	7	Electronic Student Portfolio	<ul style="list-style-type: none"> <li>With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>

Grade 2	7	4	Electronic Student Portfolio	<ul style="list-style-type: none"> <li>● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.</li> </ul>
Grade 9				
Grade 10				

## Evaluation of 2014-2015 Interventions and Strategies

### ***Interventions to Increase Student Achievement – Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	LBD-Intervention Kits, Differentiated. DRA Levels has increased Instruction, Additional instructional time, Accommodation, Brigance, Harcourt-Brace Intervention Kits, Coaching, Wilson Reading, Guided Reading, Poetry Club	Yes	Special Education Student Portfolio, IEP Goals, Data Binders, Kisthardt Score Cards	There was a level of growth in DRA levels, Brigance pre and post tests show improvement.
Math	Students with Disabilities	Silver-Burdette Kits, Math Bowl, Math Expression Common Core 2012-2013 series, First in Math school and home access	Yes	Special Education Student Portfolio, IEP Goals, Data Binders, Kisthardt Score Cards, First in Math Top Players and Team Name report	There was an increase in Brigance pre and post math tests score. Timed math facts test showed improvement.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Coaching, Guided Reading, Early Intervention, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, ESL back to school night, ESL after school tutoring program, differentiated instruction,	YES	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida Test(pre), Wida Model Rubric - <i>Speaking, Listening, Reading, Writing, Moving Into English</i>	Students have demonstrated growth in the Wida Rubric, teacher formal assessments, and the pre and post Wida/Access results.



		Moving into English program, Poetry Club		Unit Assessments, Teacher generated formal assessment	
Math	ELLs	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, support classroom instruction, push in program when possible, First in Math school and home access	YES	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida Test (pre), Teacher generated formal assessment, First in Math Top Players and Team Name report	Students have demonstrated growth in teacher formal assessments, and the pre and post Wida/Access results.
ELA	Economically Disadvantaged	Coaching, Guided Reading, Early Intervention, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, Poetry Club	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders	Some students demonstrated growth in teacher assessments. However, more intensive instruction is needed.
Math	Economically Disadvantaged	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, First in Math school and home access	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders, First Players and Team Name report	Some students demonstrated growth in teacher assessments. However, more intensive instruction is needed.
ELA	Hispanic	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders	Some students demonstrated growth in teacher assessments. However more collaboration with the Title III coordinator is needed.

Math	Hispanic	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, First in math school and home access	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders, First in Math Top Players and Team Name report	Some students demonstrated growth in teacher assessments. However more collaboration with the Title III coordinator is needed.
ELA	White	Coaching, Guided Reading, Early Intervention, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, Poetry Club	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders	Some students demonstrated growth in teacher assessments. However, more intensive instruction is needed.
Math	White	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Kisthardt Score Cards, First in Math school and home access	YES	Electronic Student Portfolio, Report Cards, SGOs, Score Cards, Data Binders, First in Math Top Players and Team Name report	Some students demonstrated growth in teacher assessments. More intensive instruction is needed.

**Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC tutoring	Yes	Informal Assessments	The 11 week before school tutoring program that assisted students in ELA was well attended.
Math	Students with Disabilities	PARCC tutoring, First in Math home access	Yes	Informal Assessments, First in Math Top Players and Team Name report	The 11 week before school tutoring program that assisted students in Math was well attended.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After school tutoring program, Family Latino Literacy Program, Summer Enrichment, ESL After School tutoring program	YES	Student assessments	ESL tutoring 12 week program. Specified programs indicated growth measured by pre and post data analysis of the iReady electronic assessment in the Summer Enrichment Program.
Math	ELLs	ESL After School tutoring program, Summer Enrichment, First in Math home access	YES	Student assessments, First in Math Top Players and Team Name report	ESL tutoring 12 week program. Specified programs indicated growth measured by pre and post data analysis of the iReady electronic assessment in the Summer Enrichment Program.
ELA	Economically Disadvantaged	PARCC tutoring, Family Latino Literacy, Summer Enrichment	YES	Student assessments	The 11 week before school tutoring program that assisted students in ELA was well attended.
Math	Economically Disadvantaged	PARCC tutoring, Family Latino Literacy project, Summer Enrichment,	YES	Student assessments, First in Math Top Players and Team Name report	The 11 week before school tutoring program that assisted students in Math was well attended..

		First in Math home access			
ELA	Hispanic	After school tutoring program, Family Latino Literacy Program, Summer Enrichment, ESL After School tutoring program	YES	Student assessments	ESL tutoring 12 week program.
Math	Hispanic	ESL After School tutoring program, Summer Enrichment, First in Math home access	YES	Student assessments, First in Math Top Players and Team Name report	ESL tutoring 12 week program.
ELA	White	PARCC tutoring, Family Latino Literacy, Summer Enrichment	YES	Student assessments	The 11 week before school tutoring program that assisted students in ELA was well attended.
Math	White	PARCC tutoring, Family Latino Literacy project, Summer Enrichment, First in Math home access	YES	Student assessments, First in Math Top Players and Team Name report	The 11 week before school tutoring program that assisted students in Math was well attended.

## Evaluation of 2014-2015 Interventions and Strategies

### ***Professional Development – Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Web Training - Dyslexia, Data professional development, PARCC training, New IEP PROGRAM (IEP Direct), Book Study Essential Questions, Danielson Training	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
Math	Students with Disabilities	Web training - Dyslexia, Data professional development, PARCC training, New IEP PROGRAM (IEP Direct), New IEP training, New IEP Program (IEP Direct), Book Study Essential Questions, Danielson training	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Web Training- Dyslexia, PARCC training, Access	Yes	Teacher SGOs, Teacher formative and summative evaluations.	There is an increased understanding and implementation of best practices in the classroom

		Training, NJ ASK-Science, TESOL Conference			
Math	ELLs	Web Training-Dyslexia, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA	Economically Disadvantaged	Web Training Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
Math	Economically Disadvantaged	Web Training-Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA	Hispanic	Web Training-Dyslexia, PARCC training, Access Training, NJ ASK-Science	Yes	Teacher SGOs, Teacher formative and summative evaluations.	There is an increased understanding and implementation of best practices in the classroom
Math	Hispanic	Web Training-Dyslexia, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA	White	Web Training Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
Math	White	Web Training Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom

***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Nights, District-wide Title I events, REAL Men Read, Executive Function workshop, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops	Yes	Sign in sheets, agenda and minutes, parent surveys	There is an increased understanding and implementation of best practices in the classroom and at home.
Math	Students with Disabilities	Parent Nights, District-wide Title I events, Math Bowl, Executive Function workshop, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops, First in Math home access	Yes	Sign in sheets, agenda and minutes, First in Math Top Players and Team Name report	There is an increased understanding and implementation of best practices in the classroom and at home.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshop, ESL Family Nights, and ESL	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.

		Back to School night, Family Latino Literacy			
Math	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops, Parent application to Night School program, Translators for Family nights or any event necessary, Materials sent to parents in native language, First in Math home access	Yes	Sign-in Sheet, Agenda, Parent Surveys, First in Math Top Players and Team Name report	Increased support from parents and students.
ELA	Economically Disadvantaged	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshop	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
Math	Economically Disadvantaged	Parent Nights, District-wide Title I events, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops, First in Math home access	Yes	Sign-in Sheet, Agenda, Parent Surveys, First in Math Top Players and Team Name report	Increased support from parents and students.
ELA	Hispanic	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups,	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.



		Parent Workshop, ESL Family Nights, and ESL Back to School night, Family Latino Literacy			
Math	Hispanic	Parent Nights, District-wide Title I events, REAL Men Read, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops, Parent application to Night School program, Translators for Family nights or any event necessary, Materials sent to parents in native language, First in Math home access	Yes	Sign-in Sheet, Agenda, Parent Surveys, First in Math Top Players and Team Name report	Increased support from parents and students.
ELA	White	Parent Nights, District-wide Title I events, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops.	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
Math	White	Parent Nights, District-wide Title I events, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops, First in Math home access	Yes	Sign-in Sheet, Agenda, Parent Surveys, First in Math Top Players and Team Name report	Increased support from parents and students.

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the School-wide Plan.

X I certify that the school's stakeholder/school-wide committee conducted and completed the required Title I school-wide evaluation as required for the completion of this Title I School-wide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Suzanne Stevenson  
**Principal's Name (Print)**

(on file)  
**Principal's Signature**

(on file)  
**Date**

**ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”**

## **2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis**

### **Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	NJ ASK, Electronic Student Portfolio	DRA levels increased, Benchmarks showed growth and still need for improvement in reading
Academic Achievement - Writing	NJ ASK, Electronic Student Portfolio	Writing scores improved but continue to need improvement
Academic Achievement - Mathematics	NJ ASK, Electronic Student Portfolio	NJ ASK scores shows improvement needed in math especially in constructed responses
Family and Community Engagement	Attendance at Programs, Parent and Community Surveys	90% attendance at Back To School, 99% at parent/teacher conferences
Professional Development	Feedback, Completion of PARCC Training	Teacher responses to PD have been positive. PD was in Danielson and PARCC
Leadership	Principals meetings	Administration shared strengths and weaknesses while collaboration style used as vehicle to drive success for all issues
School Climate and Culture	Character Education program and activities, Anti-bullying assemblies, School Theme focused on Respect	Bullying incidents went from 3 to 1
School-Based Youth Services	NA	
Students with Disabilities	NJ ASK, Electronic Student Portfolio	Test scores show difficulties with state tests
Homeless Students	N/A	
Migrant Students	N/A	

English Language Learners	NJ ASK, Electronic Student Portfolio	Test scores show improvement. Weaknesses in comprehension. ESL instruction benefits students as well as ESL tutoring program
Economically Disadvantaged	NJ ASK, Electronic Student Portfolio	Growth was shown however weakness are apparent in math and ELA.

### **2015-2016 Comprehensive Needs Assessment Process\***

#### ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment? NJ ASK scores were shared with staff and electronic student portfolio was collected and analyzed. Data Team meetings reviewed this information for each grade level and faculty meetings were utilized to discuss strategies.
2. What process did the school use to collect and compile data for student subgroups? Administration reviewed NJ ASK data to drive instruction. Principal and staff examined sub-groups and determined sub-groups where there were significant math and ELA weaknesses. Further examination revealed specific student weaknesses by utilizing Link-It and teacher assessments. During data meetings, all information was discussed and specific related strategies were designed to meet the specific needs of targeted students.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The Basic Skills teacher, the Title I teacher, Title I Coach and the Data Coach worked together to address data and electronic student portfolio information several times per year. Data team meetings and grade articulation meetings analyzed benchmarks and gathered data with staff. Linkit data is used for this process. The benchmark tests associated with Link-It are aligned with the Common Core State Standards.

4. What did the data analysis reveal regarding classroom instruction? Small group instruction must be developed and differentiated instruction for students based on data in math and ELA. Teachers must continue providing learning options, or different paths to learning and make sense of concepts and skills. Teachers must continue to provide appropriate levels of challenges for all student, including those who lag behind, those who are advanced, and those right in the middle.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Professional development is necessary to ensure teachers use grouping of students to enhance math and ELA student achievement.
6. How does the school identify educationally at-risk students in a timely manner? Through the use of I&RS meetings held monthly. Students are brought to the team's attention based on academic difficulties or behavior problems. The child study team is on the I&RS team and they present interventions to assist students. When interventions do not work after repeated times, a referral is submitted.
7. How does the school provide effective interventions to educationally at-risk students? I&RS meetings gather the types of interventions used to assist struggling students. Teachers apply these interventions during instruction in the classroom. The results of these interventions are monitored closely and reported back to the I&RS committee.
8. How does the school address the needs of migrant students? NA
9. How does the school address the needs of homeless students? NA
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers are given formal assessments to use to gather data. Link it Benchmark tests and other LBD and Math Expressions tests are administered throughout the school year. Teachers make decisions based on data from assessments
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Preschoolers visit the Kindergarten classroom and participate in activities during the annual Kindergarten Parent Reception. Fifth graders are visited by a middle school principal, guidance counselor, and sixth grade students. They also visit the middle school

for an orientation with parents to meet teachers and learn about the daily routines of the middle school. The guidance counselor helps by visiting schools and speaking to counselors about at risk students.

- 12.** How did the school select the priority problems and root causes for the 2015-2016 school-wide plan? Data analysis is used to determine priority problems each year. DRA, state standardized assessments, and benchmarks, as well as all other data on our electronic portfolio are used to make determinations.

***\*Provide a separate response for each question.***

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap	Mathematics
Describe the priority problem using at least two data sources	Electronic Student portfolio data is evident of the need to increase proficiency in ELA and Math. Many of our English Language Learners, have a delay in their mastery of reading and writing skills as demonstrated when they attempt to utilize these skills for decoding words, problem solving and open-ended response questions.	Electronic Student portfolio data is evident of the need to increase proficiency in Math. This has caused an achievement gap between our students and other students in the district and the state. Many of our students performed below proficiency on district Math benchmark assessments, and NJ ASK standardized tests in the areas of Mathematics.
Describe the root causes of the problem	<ul style="list-style-type: none"> <li>· Many children have no prior pre-school experience upon entering kindergarten</li> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> </ul>	<ul style="list-style-type: none"> <li>· Many children have no prior pre-school experience upon entering kindergarten</li> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> </ul>

	· Shortage of increased teacher professional development trainings	Shortage of increased teacher professional development trainings
Subgroups or populations addressed	<ul style="list-style-type: none"> <li>● Economically Disadvantage</li> <li>● Disabilities</li> <li>● ELL Learners</li> <li>● Hispanic</li> <li>● White</li> </ul>	<ul style="list-style-type: none"> <li>● Economically Disadvantage</li> <li>● Disabilities</li> <li>● ELL Learners</li> <li>● Hispanic</li> <li>● White</li> </ul>
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	Small group instruction
Name of scientifically research based intervention to address priority problems	Reader's & Writers Workshops, LBD, Guided Math, Differentiated Instruction, Best Practices, Close Reading Strategies, Essential Questioning Techniques	Guided Math, Differentiated Instruction, Best Practices
How does the intervention align with the Common Core State Standards?	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard



**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	English Language Arts Literacy	
Describe the priority problem using at least two data sources	Electronic Student portfolio data is evident of the need to increase proficiency in ELA .Many of our English Language Learners, have a delay in their mastery of reading and writing skills as demonstrated when they attempt to utilize these skills for decoding words, problem solving and open-ended response questions.	
Describe the root causes of the problem	<ul style="list-style-type: none"> <li>· Many children have no prior pre-school experience upon entering kindergarten</li> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> </ul>	
Subgroups or populations addressed	<ul style="list-style-type: none"> <li>● Economically Disadvantage</li> <li>● Disabilities</li> <li>● ELL Learners</li> <li>● Hispanic</li> <li>● White</li> </ul>	

Related content area missed (i.e., ELA, Mathematics)	ELA	
Name of scientifically research based intervention to address priority problems	Reader's and Writer's Workshops, LBD, Differentiated Instruction, Best Practices, Essential Questioning Techniques, Close Reading Strategies	
How does the intervention align with the Common Core State Standards?	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard	

**ESEA §1114(b) Components of a School-wide Program: A school-wide program shall include . . . school-wide reform strategies that . . . “**

**2015-2016 Interventions to Address Student Achievement**

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*, Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What Works Clearinghouse
Math	Students with Disabilities	Guided Math, 1st in Math, Brain-Pop*, Google Apps* , Otter Creek* Peer Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus	Principal Teachers Coaches	Timed test scores, Benchmarks, PARCC	What Works Clearinghouse
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			

ELA	ELLs	Guided Reading, LBD, Best Practices, RAZ-Kids*, Brain Pop*, Google Apps*	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What Works Clearinghouse
Math	ELLs	Guided Math, 1st in Math, Brain-Pop*, Google Apps*	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse
ELA	Economically Disadvantaged	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*, Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What works Clearinghouse
Math	Economically Disadvantaged	Guided Math, 1st in Math, Brain-Pop*, Google Apps*, Otter Creek* Peer Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse
ELA	Hispanic	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*,	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What Works Clearinghouse

		Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups			
Math	Hispanic	Guided Math, 1st in Math, Brain-Pop*, Google Apps*, Otter Creek* Peer Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse
ELA	White	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*, Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups	Principal Teachers Coaches	DRA. Benchmarks, PARCC	What Works Clearinghouse
Math	White	Guided Math, 1st in Math, Brain-Pop*, Google Apps*, Otter Creek* Peer	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse

		Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus			
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*\*Use an asterisk to denote new programs.*

**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	PARCC Tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	Students with Disabilities	PARCC Tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Family Latino Literacy Nights, Summer Enrichment, PARCC	Principal Teachers Coaches	PARCC	What Works Clearinghouse

		Tutoring , ESL tutoring, ESL Family Nights, Google Apps*			
Math	ELLs	ESL Family Nights, PARCC tutoring, ESL tutoring, Google Apps*	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA	Economically Disadvantaged	Summer Enrichment, PARCC tutoring, REAL Men Read,	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	Economically Disadvantaged	Summer Enrichment, PARCC tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA	Hispanic	Family Latino Literacy Nights, Summer Enrichment, PARCC Tutoring , ESL tutoring, ESL Family Nights, Google Apps*	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	Hispanic	ESL Family Nights, PARCC tutoring, ESL tutoring, Google Apps*	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA	White	Summer Enrichment, PARCC tutoring, REAL Men Read,	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	White	Summer Enrichment, PARCC tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse

*\*Use an asterisk to denote new programs.*

**2015-2016 Professional Development to Address Student Achievement and Priority Problems**

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	Students with Disabilities	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	TESOL*, Hamilton U.*, ASSESS Training*		PD Engagement Surveys*	What Works Clearinghouse
Math	ELLs	TESOL*, Hamilton U.*, ASSESS Training*		PD Engagement Surveys*	What Works Clearinghouse



ELA	Economically Disadvantaged	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	Economically Disadvantaged	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
ELA	Hispanic	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	Hispanic	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
ELA	White	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	White	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse

*\*Use an asterisk to denote new programs.*

**24 CFR § 200.26(c): Core Elements of a School-wide Program (Evaluation).** A school operating a school-wide program must—(1) Annually evaluate the implementation of, and results achieved by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the school-wide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the school-wide program.

### **Evaluation of School-wide Program\***

**(For schools approved to operate a school-wide program beginning in the 2015-2016 school year)**

All Title I school-wide programs must conduct an annual evaluation to determine if the strategies in the school-wide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their school-wide program and the outcomes of their school-wide program.

1. Who will be responsible for evaluating the school-wide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
  - a. Internal review of parents, community members and staff regularly.

2. What barriers or challenges does the school anticipate during the implementation process?
  - a. No barriers are expected
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
  - a. Trainings offered throughout the year and school
  - b. Stakeholders meetings
  - c. School communication via faculty meetings, PTA meetings, school website
  - d. Parent focus groups
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
  - a. Google survey and paper survey
  - b. PD Evaluative Surveys
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
  - a. Google and paper survey
6. How will the school structure interventions?
  - a. Push in, Pull-out Instruction
  - b. Extended day and year
  - c. Professional development
  - d. Parental involvement
7. How frequently will students receive instructional interventions?
  - a. 4-5 days per week for 30 minutes each
8. What resources/technologies will the school use to support the school-wide program?
  - a. computers, additional teachers and best practices

9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
  - a. Electronic portfolio and LinkIt
10. How will the school disseminate the results of the school-wide program evaluation to its stakeholder groups?
  - a. Google docs and website

***\*Provide a separate response for each question.***

**ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services**

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Parent Workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Students with Disabilities	Parent Workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Parent workshops	Title I	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student

			Coach, Principal, Teachers		success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	ELLs	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Economically Disadvantaged	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Economically Disadvantaged	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	All Students	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to

					see their children as learners (AMES, 1993; Epstein, 1991)
Math	All Students	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)

*\*Use an asterisk to denote new programs.*

## **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school community will be invited to attend Back To School night, Parent Nights and other meetings.
2. How will the school engage parents in the development of the written parent involvement policy? Meetings will be held at times convenient for all group members, and at PTA meetings..
3. How will the school distribute its written parent involvement policy? Parent involvement policy will be posted on school website, district website, Facebook, and school messenger.
4. How will the school engage parents in the development of the school-parent compact? A parent is consulted annually when the parent compact is developed.
5. How will the school ensure that parents receive and review the school-parent compact? The parent contact has a tear off section that must be returned with parent signature. It is also available on website.
6. How will the school report its student achievement data to families and the community? The school report card is available on website. It is also presented at Back To School Night.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? A district wide letter is sent out to all families to notify them that the district has not met its annual measurable objectives.
8. How will the school inform families and the community of the school's disaggregated assessment results? School data is posted on website, during Title One events, and through the state's school report card.
9. How will the school involve families and the community in the development of the Title I School-wide Plan? The plan is presented through the PTA and its meetings, Title 1 events, parent conferences and the School Wide Title One Transition Team.
10. How will the school inform families about the academic achievement of their child/children? Through parent/teacher conferences, report cards, interim reports, and individual state testing reports issued to parents.
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? The funds will be used to host family events to involve parents in the academics of reading and math and other subject areas.

***\*Provide a separate response for each question.***



***ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.***

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	16	The school district has a comprehensive mentoring program. Teachers are supported with relevant PD and opportunities for professional growth.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	1	Paraprofessionals are included in professional development for some workshops and they are supported by building principals and the Special Services department.
	33%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	2	
	67%	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I school-wide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The school--wide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Our district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core program and are supported through work with grade level colleagues during bi-monthly staff meetings. A Professional Development Supervisor will conduct additional training. New teacher meetings and trainings will be held throughout the school year. New teachers will receive a mentor if they have a Certificate of Eligibility. All teachers who are hired with a standard certificate and have experience will receive a “buddy” to support their transition to Kisthardt School. New teachers at Kisthardt School have access to a Title I coach and a district data coach to support their success in the classroom.</p>	<p>District Personnel Responsible for PD Principal Title I Coach Data Coach Mentors Teacher “buddies”</p>